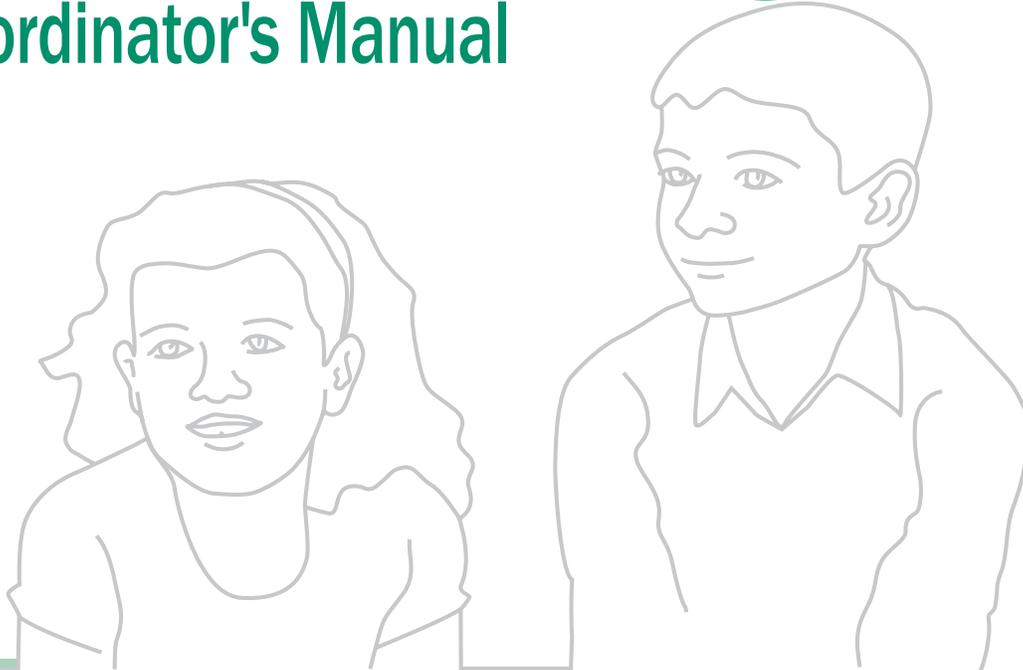




2011 - 2012

# ELPA Initial Screening

## Test Coordinator's Manual



### This Manual Includes:

- ELPA Initial Screening Ordering Instructions
- ELL Identification Information
- Accommodations Information
- Security Information



## Introduction

It is federally required that upon enrollment into a Michigan public, charter, or private school, that students be screened for the purpose of identification of students in need of ELL services. When a student enrolls in a Michigan school, the Home Language Survey must be filled out by the parent/guardian. The Home Language Survey asks two questions:

- (1) Is the student's native tongue a language other than English, and
- (2) Is a language other than English spoken in the student's home environment?

If the answer to either question is yes, the student must be given the ELPA Initial Screening, which is an assessment tool used to help determine whether students are eligible for ELL services, and where to place them in instructional programs. The screener is not used to assess their year-to-year English proficiency progress, which is something that is instead measured using the annually administered Spring ELPA. When the results of the ELPA Initial Screening are paired with other district-decided variables and criteria (e.g. other assessments, grades, observations, information provided by parent(s)/guardian(s) or former school(s), etc.), a district can then make eligibility and appropriate instructional placement decisions. No Child Left Behind Act of 2001 (NCLB) also requires parental notification regarding the student's English Language Proficiency assessment results (screening and full assessment) and ELL services the student will receive.

Students who are determined to be eligible for ELL services must be designated as such in the Michigan Student Database System (MSDS), which is updated on a regular basis by district staff.

For more information on identification of ELLs please reference the ELL flowchart found in the Assessment Selection Guidelines (ASG) or by visiting [www.michigan.gov/elpa](http://www.michigan.gov/elpa).

## Features of the ELPA Initial Screening

The goal of the ELPA Initial Screening is to measure the English language proficiency level of Michigan students who are being assessed to help determine eligibility for LEP services. Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings.

Michigan's ELPA Initial Screening is a Michigan-developed assessment, created with the cooperation of local educators. Like the Spring ELPA, the ELPA Initial Screening is aligned with the Michigan English proficiency standards, which were approved by the State Board of Education in April 2004.

The assessment level of the ELPA Initial Screening to be administered is determined by the time of the year it is given, as well as the grade of the students being assessed. There are two main assessment cycles for the ELPA Initial Screening. The August to November cycle covers topics and content learned during the previous year of instruction. Students entering Kindergarten are not expected to have learned the skills necessary to be tested through the Reading and Writing domains at this point in their academic career, so they are only assessed using the Listening and Speaking domains during this test cycle. The second test cycle begins in December and continues through August, and covers topics and content acquired during the current instructional year. A third cycle, spanning from April to August, is specifically geared toward pre-kindergarten students. This cycle also only requires students to be administered the Listening and Speaking domains.

All ELL students must take the ELPA Initial Screening matched to their grade of enrollment.

For any Speaking domain, each student should be administered the assessment individually. All other ELPA

domains can be administered either individually or in a group setting. The domains may be assessed in any order and are untimed.

Each test booklet contains four domains:

- ▲ Listening, with easy-to-administer multiple-choice questions (can be group administered);
- ▲ Reading, with easy-to-administer multiple-choice questions (can be group administered);
- ▲ Writing, a two-part domain containing multiple-choice and open-ended questions (can be group administered); and
- ▲ Speaking, an individually administered set of performance tasks that are scored by the assessment administrator or proctor at the time of administration.

Complete descriptions of the content domains of the ELPA are available by accessing the Bureau of Assessment and Accountability (BAA) website at [www.michigan.gov/elpa](http://www.michigan.gov/elpa).

The tables that follow show the five grade spans assessed, the domains of the assessment, and the number of items for each domain. Note that each table has a column for each cycle because the ELPA Initial Screening given at that time is designed to match the content taught in ELL programs during the previous year. For more information about which grade levels correspond to each assessment level, please refer to the “Students to Be Tested” section.

<b>Cycle 1: August 15 – November 30</b>	
For students of these grade levels:	Administer this Assessment Level:
K	I: Only Listening and Speaking
1 <sup>st</sup>	I
2 <sup>nd</sup> - 3 <sup>rd</sup>	II
4 <sup>th</sup> - 6 <sup>th</sup>	III
7 <sup>th</sup> - 9 <sup>th</sup>	IV
10 <sup>th</sup> - 12 <sup>th</sup>	V

<b>Cycle 2: December 1 – August 14</b>	
K	I
1 <sup>st</sup> - 2 <sup>nd</sup>	II
3 <sup>rd</sup> - 5 <sup>th</sup>	III
6 <sup>th</sup> - 8 <sup>th</sup>	IV
9 <sup>th</sup> - 12 <sup>th</sup>	V

<b>Pre-Kindergarten Cycle: April 1– August 14</b>	
Incoming Kindergartners*	I: Only Listening and Speaking

\*Please note that this cycle is intended only for those students who are being enrolled as Kindergartners for the following fall.

Students will receive an overall proficiency score after completing the assessment. Proficiency levels for the ELPA Initial Screening are slightly different from the Spring ELPA. These Initial Screening proficiency levels will

aid districts in decisions on whether or not to enter a student into ELL services.

For Cycle I, Levels II-V, and Level I for students in grade 1, students can score within the following proficiency levels: Basic, Intermediate, Proficient, and Advanced Proficient.

For Cycle II, all levels of the assessment, students can score within the following proficiency levels: Basic, Intermediate, Proficient, and Advanced Proficient.

Due to the limited number of items assessed for Cycle I, Level I grade K, as well in the Pre-Kindergarten Cycle, students are only able to attain the following proficiency levels: Basic, Intermediate, and Proficient.

## Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. The BAA provides a complete list of ELPA standard and nonstandard accommodations available for download from the ELPA website at [www.michigan.gov/elpa](http://www.michigan.gov/elpa).

ELLs are eligible for specific accommodations on all state assessments. It is recommended that those accommodations also be accommodations that are routinely used during instruction. It is also important to note that all accommodations decisions be made on a student-by-student basis and by section of the ELPA. For example, students may need one accommodation for the Listening section, but a different accommodation or none at all for the Reading, Speaking, and Writing sections.

There are a few other important factors to keep in mind when considering the use of assessment accommodations for the ELPA. First, students may only use accommodations if the accommodations are documented in their school records or a recommended ELL Plan. For students with disabilities that means the accommodations must be documented in their Individualized Education Programs (IEPs) and for general education students the accommodations must be documented in their Section 504 Plans. If an ELL does not have an IEP or a Section 504 Plan, they cannot use accommodations designated as “IEP” or “504” in the Assessment Accommodation Summary Table.

Second, all accommodation decisions must be made on a student-by-student basis and by domain of the ELPA because not all students testing in a group may need the same accommodation. For example, students may need one accommodation for the Listening domain, but a different accommodation or none at all for the Reading, Speaking, and Writing domains.

Third, those involved in making accommodations decisions must understand the difference between standard and nonstandard assessment accommodations. A standard accommodation does not change the construct that the assessment is measuring and, therefore, results in a valid test score. A nonstandard accommodation, however, does change the construct of what the assessment is measuring and, thus, results in an invalid test score. In addition, the use of nonstandard accommodations results in the student being counted as NOT assessed for the calculation of No Child Left Behind participation rates at both the school and district level. In other words, students using a nonstandard accommodation will not count as being assessed when calculating participation rates and will be counted as “Not Proficient” when calculating school data for accountability and accreditation purposes.

Additional information on available accommodations can be found in the Assessment Accommodation Summary Table available at [www.michigan.gov/elpa](http://www.michigan.gov/elpa).

## Planning for Administration of the ELPA Initial Screening

All persons in charge of administering the ELPA Initial Screening should be familiar with the information in this manual. The roles and responsibilities for staff in administering assessments are included in the Professional Assessment and Accountability Practices for Educators. This ethics document includes the roles and responsibilities for District and Building Coordinators as well as guidelines for assessment security, preparation, and administration. This document is available electronically at [www.michigan.gov/meap](http://www.michigan.gov/meap).

## Security

The ELPA Initial Screening is a secure assessment. Teachers and administrators must carefully safeguard all assessment materials. See below for specific policies that relate to the security of the ELPA Initial Screening.

A sample of the ELPA Security Compliance Form is included in this manual. This form is to be signed by each ELPA District Coordinator, ELPA Building Coordinator, Assessment Administrator, assessment proctor, or accommodations provider who is involved in the administering the ELPA Initial Screening.

1. Assessment booklets and answer documents are secure materials that must be carefully monitored.
2. ELPA Initial Screening booklets and answer documents are secure documents and may not be copied or permanently retained in schools.
3. All booklets must be kept in locked storage both before and after the assessment and returned to the BAA as directed.
4. No person, other than students to be assessed, shall be allowed to review or take the assessment.

Security and Compliance Forms should be retained by the school, and treated as a secure record that could be requested by BAA staff in the future.

## Administering the ELPA Initial Screening during the Spring ELPA Testing Window

If a student enrolls in a school/district during the Spring ELPA Testing Window, the student must first be given the Home Language Survey (HLS), just as any new student must, regardless of when in the school year he/she enrolls. The next step in the process is then dependent upon when in the Spring ELPA Testing Window the student enrolls:

- If the student enrolls during the first 4 weeks of the 6 week ELPA testing window, and the answer to one or both questions on the Home Language Survey is 'yes', the student must first be given the ELPA Initial Screening Assessment. Then, dependent on the proficiency level (basic or intermediate, and in some cases proficient but in combination with other information/data indicating otherwise for the student) on the ELPA Initial Screening, the student must also be given the full Spring ELPA assessment during the testing window.
- If the student enrolls during the last 2 weeks of the 6 week ELPA testing window, and the answer to one or both questions on the Home Language Survey is 'yes,' the school/district must use district-determined criteria for ELL determination (e.g., previous course/class grades, observations, parent report, information from previous school). Then, dependent on the results of the district-determined criteria, the student must also be given the full Spring ELPA assessment during the testing window.
- It is important to note that a missing or incomplete Spring ELPA score (resulting in no proficiency level) could affect a possible newcomer exemption. A student who has been enrolled in the United States for 12 months or less is eligible for an exemption from the MEAP Reading and Writing. However, if a

student does not receive an Overall Proficiency Score from the Spring ELPA they will not be eligible for the newcomer exemption the following fall.

## Assessment Materials

The following materials will be provided for the administration of the ELPA Initial Screening:

- ⤴ **ELPA Initial Screening Test Administrators Manual** – This manual is published by assessment grade span: Level I, II, III, IV and V. The actual directions for administering and scoring the ELPA Initial Screening are contained in one booklet.
- ⤴ **Audio CD** – This optional CD includes pre-recorded directions and passages to administer the Listening domain to all students. The CD also includes one Speaking item, a Story Retell item. A CD is available for all ELPA Initial Screening levels.
- ⤴ **Student Test Booklets** – Each student receives a Student Test Booklet at all levels. Students using Level I and II will mark their responses directly into their test booklet. The test booklets for students at assessment levels III, IV and V are reusable and contain four domains: Listening, Reading, Writing, and Speaking. All assessment booklets are available in regular and enlarged print. Please contact BAA for ordering information.
- ⤴ **Speaking Test Booklets** – Each student at Level I and II receives a Speaking Test Booklet. The Speaking Test Booklet is reusable for the Level I and II students. It allows students to view the Speaking prompts during the administration of the Speaking domain.
- ⤴ **Answer Documents** – Students at Levels I and II mark their answers directly in their Student Test Booklets. Students at Levels III, IV and V receive an answer document on which to record their answers.

## Registering New Students and Ordering Materials

Although the ELPA Initial Screening is an assessment designed to be used with a student at or around the time of enrollment in a district, students can be pre-registered through the BAA Secure Site system, found at [www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure). This allows a district or building ELPA coordinator to generate printed labels for use on student test booklets or answer documents. Additional materials can always be ordered through the Secure Site. If you need help placing an order, please contact BAA at [oeaa@michigan.gov](mailto:oeaa@michigan.gov) or by phone at 1-877-560-8378.

## Demographic Page Information

For assessment Levels I and II, the students mark their answers directly in the Test Booklets, which will be used for scoring. A box is provided at the end of each domain for recording the total raw score. These scores will then be entered into the Secure Site.

For assessment levels III, IV and V, students mark their answers in a separate answer document that corresponds to the reusable Test Booklet for that level's grade span. As with levels I and II, the scores will later be entered into the Secure Site.

The following information needs to be completed on the demographic page of each student's test booklet or answer document.

**Box 1:** Neatly print the name of the district, school, and teacher for this student.

**Box 2:** Neatly print the last name of the student in capital letters, with one letter per space.

**Box 3:** Neatly print the first name of the student in capital letters, with one letter per space.

**Box 4:** Insert the student's middle initial, if any, using a capital letter.

**Box 5:** Fill in the month, day, and year of the student's date of birth.

**Box 6: Native Language** – Fill in the single-digit numeric code for the student's native language and darken the appropriate bubble. The abbreviations that appear on the form are explained below:

0	Span. = Spanish
1	Arab. = Arabic
2	Chal. = Chaldean
3	Alba. = Albanian
4	Hmo. = Hmong
5	Ben. = Bengali
6	Chin. = Chinese
7	Japn. = Japanese
8	Viet. = Vietnamese
9	S-C. = Serbo-Croatian
10	Other = Other language

**Box 7: Class/Group Number** – This optional information allows districts and schools to receive reports organized by class or group designation(s). It is a local district decision to use this option and to define class/group numbers that are most useful to the district or school. Contact your ELPA District/Building Coordinator for your 4-digit class/group number.

**Box 8: Research I and II Fields** – These columns are used by schools and districts for special research purposes. In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?

b. Is there a difference in an attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.

The following information may be helpful in developing codes for use of these research fields:

a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may code one response per report on his or her answer document (one response in the Research I column and one response in the Research II column).

b. Coding information must be provided to ELPA Building Coordinators and Assessment Administrators if students are to code their own answer documents.

c. Districts may elect to use one or both of the Research Report options at any or all of the grades tested.

**Box 9: Report Codes** – Fill in the circle for any of the following that apply to the student:

a. **Home Schooled** – If an assessed student is home schooled, fill in the “Home Schooled” circle. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled are not required to take the ELPA but may test during the district's assessment window.

Parents or guardians of home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the ELPA to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

b. **Formerly LEP** – A student is designated as formerly LEP when he or she is determined to be proficient and is no longer designated an English language learner, or LEP, by a school district. This designation must be used to track student achievement for a minimum of 2 years after the LEP designation has been removed (No Child Left Behind, Title III, Subpart 2, Section 3121).

c. **Homeless** – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelter, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

d. **Prohibited Behavior** – This bubble is to be used to identify students who engage in a prohibited behavior. Such behaviors are outlined in the Professional Assessment and Accountability Practices for Educators. This document is available at [www.michigan.gov/oeaa](http://www.michigan.gov/oeaa).

The Prohibited Behavior bubbles is NOT meant to be used for students who do not appear to be working hard on the assessment or otherwise not taking the assessment seriously. It is only intended for students engaging in practices that are prohibited.

e. **Interrupted Schooling\*** – This bubble is to be used for a student who has missed one or more consecutive years of schooling after kindergarten. An example is a student who attended 1<sup>st</sup> and 2<sup>nd</sup> grade in another country and, due to family relocation, was unable to attend any part of 3<sup>rd</sup> grade.

*If you receive a demographic page with bubble E listing 'Behavior,' please note that the correct wording should be 'Interrupted Schooling', and that marking this bubble will still flag the student with the correct code.*

**Box 10: Accommodations** – This section of the “School Use Only” are on student answer documents is used to identify the accommodations as required by the No Child Left Behind Act of 2001 and defined by the Assessment Accommodations Summary Table found at [www.michigan.gov/elpa](http://www.michigan.gov/elpa).

Please review each section of the table carefully to ensure that the student is eligible for the ELPA accommodation(s) being considered and note restrictions for nonstandard accommodations. Mark all that apply.

**Box 11: Assessment Date** – Fill in the date on which the administration of the ELPA Initial Screening occurred.

**Box 12: Date Enrolled in U.S. Schools** – Fill in the date the student was first enrolled in a school in the United States. The student may have been enrolled in one or more schools in the United States prior to enrolling in your district.

**Box 13: Raw Scores** – Enter the student's Raw Scores, or total number of items correct, for each domain.